



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

995 Upper Red Rock Loop Rd, Sedona, AZ 86336

Sedona-Oak Creek Joint Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status ^(b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Russ Snider
Schedule : 07:30 AM to 04:00 PM
Grades : 9-12
Web Address : www.sedona.k12.az.us
Phone Number : (928) 204-6700
Fax Number : (928) 282-5992
E-mail : snider@sedona.k12.az.us

Mission

Sedona Red Rock High School embraces cultural diversity and cultivates lifelong learning in a global community. We are committed to promoting integrity, respect and self-confidence. We empower all students to be self directed, responsible citizens by providing them with a strong foundation of knowledge, skills and experiences through a challenging and innovative curriculum.

School / Academic Goals

- ü Improve mathematics computation and problem solving skills by realigning mathematics curriculum to meet state math standards. Adjust scope and sequence of realigned curriculum among mathematics courses offered.
- ü All students will increase critical reading skills to enhance written expression across the curriculum. Students will improve their ability to extract, summarize, clarify, interpret, infer, predict, extend and evaluate literature and documents.
- ü All students will practice respect for self and others at all times.
A school wide anti defamation league program will be implemented
- ü Our staff will provide tutoring before and after school to help all students meet the AIMS Standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 536
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 45

Instructional Programs

- Ü Honors Options/AP Choices
- Ü Integrated Language Arts/History
- Ü ELL
- Ü Special Education
- Ü Career Technology Education
- Ü ADL
- Ü Reading/language Literacy program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school has primary responsibilities to implement a coherent and challenging curriculum. A safe, healthy and welcoming environment for learning is a priority. Parents will have opportunities to be involved in their student's education.

Parents

Parents are jointly responsible with the school for helping their students be successful. We expect students to be in a safe, home environment, properly clothed and nourished, where positive values are taught and modeled by parents.

Transportation Policy

The school provides transportation within the district's boundaries. The high school bus schedule runs independently from the elementary schedule, providing maximum flexibility.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Yavapai County & Rural Arizona New Teacher of the Year	2001
Ü Phoenix Suns Outstanding Teachers (2)	2001
Ü Yavapai County HS Teacher of the Year	2000
Ü Top Ten Teacher Finalist Arizona Education Foundation	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	137	71130	99	99	95	709	709	701	15	15	23	4	4	13	66	66	51	15	15	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	60	35465	98	98	96	709	709	702	15	15	21	5	5	13	62	62	53	18	18	13
Male	77	77	35648	100	100	94	709	709	701	14	14	24	4	4	12	70	70	50	12	12	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	31	31	25103	97	97	95	678	678	685	42	42	34	6	6	16	52	52	45	NA	NA	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	99	99	36075	99	99	95	717	717	715	7	7	12	4	4	9	71	71	58	18	18	21
Students with Disabilities	12	12	5862	100	100	71	661	661	658	58	58	63	8	8	15	33	33	20	NA	NA	2
Students without Disabilities	125	125	65268	99	99	98	713	713	705	10	10	19	4	4	12	70	70	54	16	16	15
Limited English Proficient Students	12	12	4859	92	92	93	654	654	662	75	75	64	8	8	15	17	17	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	22	22	22957	96	96	93	672	672	685	50	50	34	14	14	17	32	32	44	5	5	5
Non-Economically Disadvantaged	115	115	48173	100	100	96	716	716	709	8	8	17	3	3	11	73	73	55	17	17	18

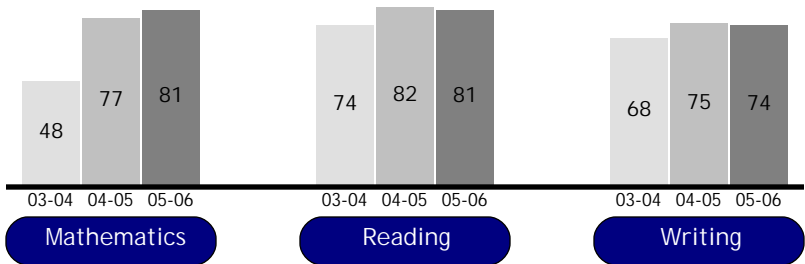
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	136	73018	100	100	97	717	717	703	5	5	6	14	14	23	71	71	64	10	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	36181	100	100	97	714	714	708	7	7	4	14	14	21	71	71	65	8	8	9
Male	77	77	36816	100	100	96	720	720	699	4	4	7	14	14	24	71	71	62	10	10	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	32	32	25801	97	97	96	671	671	683	22	22	10	34	34	34	41	41	53	3	3	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	97	97	37024	100	100	97	732	732	721	NA	NA	2	7	7	12	81	81	73	11	11	13
Students with Disabilities	10	10	7170	100	100	85	NA	NA	654	NA	NA	23	NA	NA	47	NA	NA	29	NA	NA	1
Students without Disabilities	126	126	65848	100	100	98	721	721	708	5	5	4	10	10	20	75	75	67	10	10	9
Limited English Proficient Students	14	14	5099	100	100	95	627	627	641	43	43	29	57	57	59	NA	NA	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	25	25	23912	100	100	94	660	660	681	24	24	10	40	40	36	32	32	52	4	4	2
Non-Economically Disadvantaged	111	111	49106	100	100	98	730	730	714	1	1	4	8	8	16	80	80	69	11	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	135	72810	99	99	96	701	701	685	7	7	6	18	18	30	61	61	58	13	13	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	36111	98	98	97	707	707	695	10	10	4	5	5	23	64	64	65	21	21	8
Male	77	77	36678	100	100	95	696	696	674	5	5	9	27	27	36	60	60	52	8	8	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	32	32	25735	97	97	96	653	653	669	28	28	10	31	31	41	34	34	48	6	6	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	96	96	36915	99	99	97	717	717	697	1	1	3	13	13	21	70	70	67	17	17	8
Students with Disabilities	11	11	7071	100	100	84	655	655	634	NA	NA	24	82	82	53	18	18	21	NA	NA	1
Students without Disabilities	124	124	65739	98	98	98	704	704	689	8	8	4	12	12	27	65	65	62	15	15	6
Limited English Proficient Students	14	14	5046	100	100	94	593	593	621	64	64	31	36	36	56	NA	NA	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	24	24	23814	96	96	94	635	635	667	38	38	10	38	38	41	25	25	47	NA	NA	2
Non-Economically Disadvantaged	111	111	48996	100	100	97	715	715	693	1	1	4	14	14	24	69	69	64	16	16	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	86	54	NA	42	94	56	56	51	90	72	72	52
	Language	88	46	46	42	93	56	56	50	90	70	70	50
	Mathematics	87	70	70	63	94	56	56	50	90	63	63	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Sedona Red Rock High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 6 Parent(s)
- 3 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Long-range Planning
- Ü Review/Advise/Recommend Programs
- Ü Enhance Extracurricular Activities
- Ü Enhance Parent/Educator Relations
- Ü Assist with Student Recognition Programs
- Ü Facilitate Positive Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	30.00
Other Professional Staff	5.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	1	0
4 to 6 years	3	4	0	1
7 to 9 years	3	1	0	0
10 or more years	6	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	85
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Mobile Technology Lab
- Ü Performing Arts Theatre
- Ü gymnasium
- Ü athletic fields

Extracurricular Activities

- Ü Kiwanis Key Club/Rotary Interact Club
- Ü Thespian Club/Math Team
- Ü Future Business Leaders/Robotics Team
- Ü Jazz /Choir /Steel Drums/Drum Line
- Ü Art & Photography Club
- Ü Yearbook /Newspaper
- Ü ADL Program
- Ü Spanish/French/Poetry Clubs

Social Services

- Ü Counseling Services
- Ü Lunch/Breakfast Programs
- Ü Student Assistance Prog./Health Services
- Ü Local Scholarship Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our graduate follow-up study indicated that 90% of our 2006 graduates are attending college, many in prestigious universities including Ivy League Schools. Seven percent (7%) of our graduates are employed or in the military.
- ü Our 10th grade AIMS results exceeded the state average and all schools in the Verde Valley. More than 70% of the students taking AP tests in biology, calculus, English and history received scores high enough to earn them college credit.
- ü Our graduation rate far exceeds the states average with close to 90 % of our students graduating. Our label based on state and national criterion is 'highly performing.'
- ü Based on NCLB requirements, 100% of our teaching faculty at Sedona Red Rock High School is highly qualified.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Promotion Rate ⁵	82	89	88	73
Graduation Rate ⁶	91	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our high expectations for student behavior are supported through our revised drug and alcohol intervention program, a fair tardy and new credit lab to enforce absence policy, and a reasonable student dress code. The campus climate and morale of staff and students is positive. The culture established is one of respect toward all students and staff.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	MaryBeth Bunker	(928) 204-6700
Transportation Policy	Donna Foster	(928) 282-0528
Community Resources	Rena Dearden	(928) 204-6705
School Nutrition Programs	Bruce Miller	(928) 204-6760
Parent Organization	Dottie Talkington	(928) 204-6700
Student Health/Nurse	Goldie Wolin	(928) 204-6761

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.